DOCUMENT RESUME

ED 377 500 CS 214 667

TITLE	Language Arts Curriculum Framework. Phase 1: Through End of Grade Three.
INSTITUTION	New Hampshire State Dept. of Education, Concord.
PUB DATE	93
NOTE	19p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Communication Skills; Curriculum Guides; Curriculum Research; *Evaluation Criteria; *Language Arts; *Primary Education; *Reading Instruction; Speech Communication; *Writing Instruction
IDENTIFIERS	Authentic Assessment; *New Hampshire

ABSTRACT

Taking as its motto "Language Arts includes the integrated communication processes of listening, reading, representing, talking, viewing, and writing," this curriculum framework serves as the foundation for the development of a new assessment system for New Hampshire. The framework will help practitioners monitor the quality of learning and provide information about student progress to parents, teachers, administrators, other decision makers, and the general public through the data generated within the new assessment system. After an introduction and vision statement, the framework delineates "Broad Goals and Performance Outcomes," encompassing effective communication, creative and critical thinking, and lifelong learning. Under part of the framework, performance indicators in language arts (reading, writing, talking, and listening/viewing) are also listed. (Contains 23 references.) (TB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 500

LANGUAGE ARTS CURRICULUM FRAMEWORK

Language Arts includes the integrated communication processes of listening, reading, representing, talking, viewing, and writing.

Phase 1: Through End of Grade Three

BEST COPY AVAILABLE

STATE BOARD AND DEPARTMENT OF EDUCATION
CONCORD, NEW HAMPSHIRE: 1993

CS 214 667

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. H. Marston

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Governor of New Hampshire

Stephen Merrill

Executive Council

District 1	Raymond S. Burton, Woodsville
District 2	Robert C. Hayes, Concord
District 3	Ruth L. Griffin, Portsmouth
District 4	Earl A. Rinker, III, Auburn
District 5	Bernard A. Streeter, Jr., Nashua

New Hampshire
State Board of Education

Judith O. Thayer, Chairperson, Manchester

Eugene O. Jalbert, Vice-Chairperson, Lincoln

Susan B. Winkler, Peterborough

Pat Genestreti, Portsmouth

Frederick J. Bramante, Jr., Durham

Raymond P. D'Amante, Concord

Commissioner of Education

Charles H. Marston

Deputy Commissioner

Dr. Elizabeth M. Twomey

INTRODUCTION

Language is the primary means of human communication. It involves the complex, active, and integrated processes of creating, deriving, and conveying meaning. All forms of communication are valuable. In order for individuals to effectively communicate, certain language skills and attitudes must be developed in the areas of **listening, reading, representing, talking, viewing, and writing**. Furthermore, the ability to enhance and critique meaning requires the application of various thinking processes. Thinking and communicating effectively are life-long skills that enable individuals to experience success across the school curriculum and to work independently and cooperatively as contributing members in our democratic society and the global economy.

This framework will serve as the foundation for the development of a new assessment system to monitor the quality of learning and provide information about student progress to parents, teachers, administrators, other decision makers, and the general public. As stated in *A Framework for the New Hampshire Assessment Plan* (Concord, NH: State Board and Department of Education, January, 1992) "state-wide assessment is but one component of a complete assessment system." As envisioned by the Assessment Steering Committee, the developers of this plan, a complete assessment system will include both formative and summative components. That is, both the state and local districts will be actively engaged in assessing common goals and outcomes. The state will select certain performance outcomes from this *Language Arts Curriculum Framework: Through End of Grade Three* and assess them. In addition, local districts will be encouraged to complement the state program through a locally-designed process. This new assessment system will generate data which can be used:

- o at the student level, by students and parents, to recognize progress over time
- o at the classroom level, to monitor individual student progress and to enhance learning;
- o at the district level, to measure school and district-wide progress toward meeting goals and outcomes, to revise curriculum, to design inservice education programs, and to improve instruction;
- o at the college level, to improve the quality of teacher training programs;
- o at the state level, to measure progress toward the attainment of goals and outcomes from this framework, and to report the results to the citizens of New Hampshire;
- o at the state level, to target services to schools, improve existing programs, develop new initiatives, and revise standards;
- o at all levels, to provide correlation with national goals and a measure of accountability.

The broad performance outcomes and more specific performance indicators identified in this framework will guide state and local implementation teams as they work with assessment experts to develop and validate assessment items. The outcomes will also assist educators, parents, state and community leaders, and citizens in their efforts to improve curriculum and the quality of instruction.

Frameworks through the end of grade three have been developed concurrently in both language arts and mathematics. In the future, these frameworks will be expanded to include outcomes through the end of grades six and ten. In addition, new frameworks will be developed in the areas of science, history, and geography through the end of grades six and ten. The ultimate goal of this process is instructional improvement through the implementation of a systematic, outcome-based approach for promoting student achievement and school performance, one which will better prepare students for life and work in the 21st Century.

VISION STATEMENT

Learning language,
learning about language,
learning through language

enables individuals
to acquire, use, and expand
knowledge, skills, and ideas
in order to become

life-long learners,
critical and creative thinkers,
and effective communicators.

BROAD GOALS AND PERFORMANCE OUTCOMES

Effective Communication

All New Hampshire schools will provide students with the opportunity to develop the knowledge, skills, and processes necessary for **effective communication** through the interrelated use of **reading, writing, listening, talking, viewing, and representing** (non-print interpretations of language and literature).

Performance Outcomes:

1. Students will demonstrate an increasing ability to **communicate for specific purposes**. This includes the ability to:

    * express feelings and opinions
    * identify, define, and solve problems
    * exchange ideas and knowledge
    * request information
    * initiate and follow directions
    * respond to language/literature through a variety of forms (e.g. drama, music, writing, illustration, film)

2. Students will demonstrate an increasing ability to **communicate with clarity and accuracy**. This includes the ability to:

    * use appropriate conventions (handwriting, spelling, usage, punctuation, capitalization, format)
    * organize ideas to show coherence, unity, and logical relationships
    * choose appropriate forms for specific audiences
    * use proof-reading and editing strategies
    * use technology as a communication tool (e.g. computers, visual aids, mass media)

3. Students will demonstrate an increasing ability to **generate, explore, organize, and extend ideas and information**. This includes the ability to:

    * identify what is known and unknown before engaging in language activities (e.g. establish purpose, generate questions, brainstorm, predict, discuss, identify specialized vocabulary)
    * link new knowledge to what is known
    * expand and support ideas with detail

4. Students will demonstrate an increasing ability to **use language to examine and construct meaning**. This includes the ability to:

* form an initial understanding
* extend initial impressions to develop more complex understandings
* compare and use information presented in various forms (e.g. maps, charts, graphs, illustrations, descriptions, narratives)
* employ a variety of forms to express ideas and to create meaning
* convert knowledge presented in one form into a different form
* use a varied vocabulary
* integrate new knowledge with prior knowledge

5. Students will demonstrate an increasing ability to **apply learning strategies and processes**. This includes the ability to:

* make use of prior knowledge before beginning a project or activity
* predict and confirm content
* generate questions about content
* understand information presented in different forms
* summarize the main ideas from material presented in various forms
* identify information needed and develop a strategy to find it
* use self-help strategies (e.g. re-reading, reading aloud, varying rate of reading, monitoring comprehension)
* use and integrate the language-cuing systems to ensure meaning, specifically

    -- semantics (context, meaning of language through words, structure of words)
    -- syntactics (grammatical structure of language, relationships of words, sentences, and paragraphs within a coherent piece of writing)
    -- graphophonics (sound/symbol relationships, relationships between sounds, relationships between written and oral language)

6. Students will demonstrate an increasing ability to **attain knowledge, understanding, and appreciation of a wide variety of literary genres and media forms**. This includes the ability to:

* identify, understand, and respond to various modes of expression representing various times and peoples (e.g. narrative, poetic, expository, expressive, dramatic)
* select and use various modes of expression

Creative and Critical Thinking

All New Hampshire schools will provide students with the opportunity to develop **creative and critical thinking** processes within the context of language, literature, and media.

Performance Outcomes:

1. Students will demonstrate an increasing ability to **take an idea or information and present it in a new way or through a different medium**. This includes the ability to:

    * use resources (e.g. films, magazines, interviews, content-specific books)
    * use a variety of methods to organize and present ideas
    * summarize, compare, and contrast information and ideas
    * experiment with unfamiliar communication strategies

2. Students will demonstrate an increasing ability to **make predictions about outcomes, organization, and authors' purpose**. This includes the ability to:

    * speculate on what might happen next or in the future
    * offer an estimate or an opinion from a different perspective

3. Students will demonstrate an increasing ability to **use a variety of problem-solving strategies**. This includes the ability to:

    * identify problems
    * seek help when needed
    * simplify and reorganize a task
    * hypothesize
    * analyze and evaluate
    * develop practical strategies and be flexible in their use

4. Students will demonstrate an increasing ability to **develop a critical stance by formulating, expressing, and/or using criteria to evaluate a process or a product**. This includes the ability to:

    * recognize the *need* to redraft
    * recognize the *need* to revise for content, accuracy, and clarity
    * recognize the *need* to edit for conventions (spelling, punctuation, grammar, capitalization)
    * develop evaluation criteria and make judgements
    * understand the process of and respond to self assessment
    * compare and contrast one's own work over time

Life-Long Learning

All New Hampshire schools will provide students with the opportunity to use language to develop the wide variety of strategies necessary for **life-long learning**, including the attributes of motivation, curiosity, independence, and interdependence.

Performance Outcomes:

1. Students will demonstrate an increasing ability to **understand the significance and function of language in their own lives**. This includes the ability to:

    * connect knowledge presented with their own background
    * draw inferences from context and relate them to their own experiences
    * understand and respond in personal ways to ideas, attitudes, and feelings expressed
    * engage in language activities that are functional in everyday life
    * demonstrate positive attitudes toward language (e.g. reading and listening for enjoyment, choosing to write, participate willingly in discussions)

2. Students will demonstrate an increasing ability to **learn independently**. This includes the ability to:

    * work alone on an activity or project
    * initiate language activities including the revision of a project
    * take pride in their own products and understandings
    * view mistakes as an opportunity for learning
    * assess the quality of their own work
    * take responsibility for their own learning including planning, organizing, and completing tasks
    * adapt to new situations
    * set goals for continued learning

3. Students will demonstrate an increasing ability to **work cooperatively**. This includes the ability to:

    * contribute to formal and informal discussions
    * choose another student to work with on an activity or project
    * collaborate with several others on a project
    * listen respectfully
    * work in a group to plan, organize, and complete tasks (e.g. serve as a team leader or group participant, follow directions, resolve conflicts)

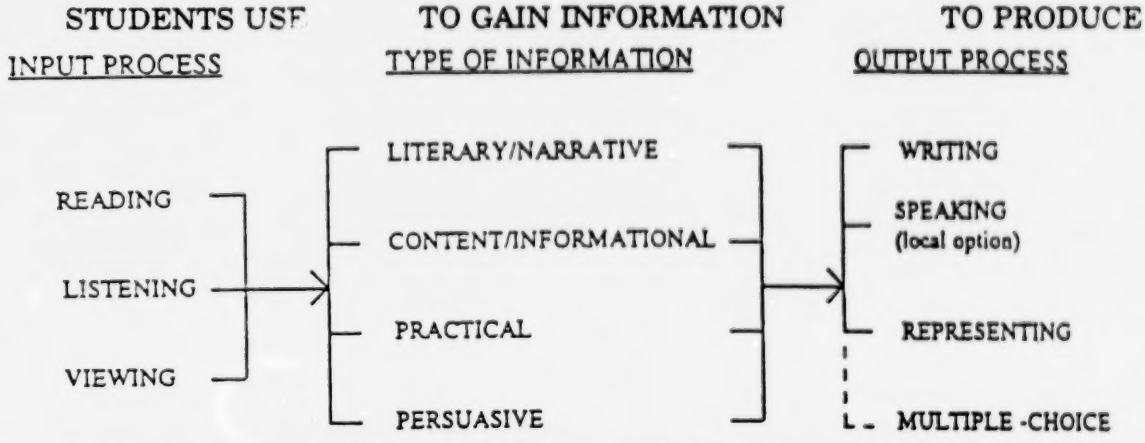
4. Students will demonstrate an increasing ability to **appreciate the universality of human experience and gain a better appreciation of themselves and others**. This includes the ability to:

* understand self as a part of a democratic society
* understand elements of character and citizenship through literature and media (e.g. self respect, respect for others, integrity, human worth, responsibility to self and others)
* recognize their own and other points of view
* recognize common/different events and experiences in literature and media
* recognize the unique elements of individual experience
* express feelings and opinions in response to literature and media

PERFORMANCE INDICATORS

Stated simply, we want students to read with understanding, write clearly, listen with understanding, talk articulately and effectively, view thoughtfully, and be able to represent ideas in forms other than words. The Language Arts Curriculum Framework was written to guide school districts as they develop instructional programs for teaching and learning basic communication skills. It was also designed to serve as the foundation of a new state assessment system. To assess student learning in terms of the performance outcomes of the Language Arts Curriculum Framework, it is necessary to give students real reading, listening, viewing, writing, talking, and representing tasks.

The schematic below shows how performance outcomes and means of communication are interrelated.



Language Arts may be assessed by a variety of means. Among these are writing a short response to a question, completing a multiple-choice item, writing a more extensive response to a question or prompt, drawing a diagram, speaking in response to reading, listening, or viewing, and teacher observation.

The following Performance Indicators are presented to guide the development of an assessment system at both the state and local levels. As students progress, they will be able to apply these skills to increasingly complex and lengthy materials.

Reading Proficiency

Proficient reading is reading with understanding. The *Reading Framework for the 1992 National Assessment of Educational Progress* (page 9) states that "Good readers

a. Possess positive habits and attitudes about reading;
b. Read with enough fluency so that they can focus on the meaning of what they read;
c. Use what they already know to understand what they read;
d. Form an understanding of what they read and extend, elaborate, and critically judge its meaning;
e. Use a variety of effective strategies to aid their understanding and to plan, manage, and check the progress of their reading;*
f. Can read a wide variety of texts and can read for different purposes."

*See Effective Communication, Performance Outcome 5 (page 2 of this framework) for a listing of strategies which includes phonics, structural analysis, and vocabulary.

Performance Indicators

Follow written directions
Select words, phrases, or sentences to describe a picture
Interpret written clues to identify an object
Determine what the text is about
Locate and identify facts from informational paragraphs, stories, and news articles
Connect material to personal experiences
Search for, locate, and organize information
Analyze and integrate material
Recognize paraphrases of a text
Summarize a text
Reach generalizations about main ideas
Make appropriate generalizations about a text
Explain an author's intent
React to and explain a text as a whole
Describe similarities and differences in characters
Combine ideas
Make inferences
Use information to draw a conclusion
Extend and restructure ideas presented
Understand the links between ideas
Synthesize and learn from specialized reading materials

Writing/Talking Proficiency

Proficient writing and talking is both having something to say and communicating it effectively in written or spoken language. The National Assessment of Educational Progress *Writing Objectives: 1988 Assessment* (page 7) lists four characteristics of good writers.

a. Students use writing to accomplish a variety of purposes.
b. Students manage the writing process.
c. Students control the forms of written language.
d. Students value writing and what has been written.

Performance Indicators

Establish and maintain purpose
Communicate with the audience
Show evidence of voice (attitude toward and portrayal of self) and/or appropriate tone (attitude toward subject, audience, characters, etc.)
Show evidence of analysis, reflection, and insight
Provide thoughtful, detailed support to develop the main idea(s)
Elaborate with descriptive, supportive details
Demonstrate appropriate organizational patterns
Display coherence
Use transitions
Employ organizational signals
Use sentences that are complete and grammatically correct
Vary sentence structure and length
Construct sentences effectively
Exhibit correct and effective word choice and usage
Show precision and/or richness of language
Demonstrate conventions in writing (correct spelling, punctuation, and capitalization)
Use conventions in talking (clear articulation, effective volume, pitch, and inflection)
Use nonverbal actions to increase clarity or reinforce the verbal message

Listening/Viewing Proficiency

Students who are good at listening and viewing understand messages communicated in other than written forms.

Performance Indicators

Demonstrate understanding of the information
Give an account, with or without prompting, of the information presented in person, or by a videotape or audiotape
Use information which has been presented both orally and visually
Go beyond the presentation by making inferences or drawing conclusions
Explain a major concept from the presentation spontaneously or with prompting
Use the language of the presentation to discuss information
Use quotes and paraphrases from the presentation

REFERENCES

A Framework for the New Hampshire Assessment Plan: Submitted to the House and Senate Education Committees. [Concord, NH: State Board and Department of Education], 1992.

Basic Skills Assessment Program: BSAP II: A Total Approach, Draft Edition. [Columbia, SC:] South Carolina Department of Education, 1991.

Benchmarks: Standards of Student Achievement. [Toronto, Ont.:] Toronto Board of Education, 1988.

Bredekamp, Sue, ed. *Developmentally Appropriate Practice*. Washington, DC: National Association for the Education of Young Children, 1986.

English-Language Arts Framework. Sacramento, CA: California State Department of Education, 1987.

Governor's Task Force on Education: Executive Summary. [Concord, NH: State of New Hampshire], 1990.

Graves, Donald. *Build a Literate Classroom*. Portsmouth, NH: Heinemann, 1992,

Integrated Language Curriculum. Draft. Peterborough, NH: ConVal School District, 1991.

Katz, Lilian. "What Should Young Children Be Learning." *ERIC Digest*. [Urbana, IL:] ERIC Clearinghouse on Elementary and Early Childhood Education, 1987.

Language Arts. Upper Arlington, Ohio: Upper Arlington School District, 1988.

Language Arts English: Primary-Graduation Curriculum Guide. Victoria, B.C.: Ministry of Education, 1990.

Learning Outcomes in Mathematics, Reading, Writing/Language Usage, Social Studies and Science for Maryland School Performance Assessment Program. Baltimore, MD: Maryland State Department of Education, 1990.

Literacy Profiles Handbook. Victoria, B.C.: Ministry of Education, 1990.

Maine's Common Core of Learning. [Augusta, ME: State Department of Education], 1989.

McQuaid, Signe, et. al. *Standards and Objectives for Mathematics and Reading/Spelling/Writing: Grade 3.* [Concord, NH: State Board and Department of Education], 1991.

Reading Framework for the 1992 National Assessment of Educational Progress: NAEP Reading Consensus Project. [Washington, DC:] National Assessment Governing Board, U.S. Department of Education, [1990].

Resolution on Assessment. Urbana, Il: National Council of Teachers of English, 1991.

Resolutions on Literacy Assessment. Newark, DE: International Reading Association, 1991.

Standards for Reading, Draft. [Austin, TX:] State Supervisors of Reading and Language Arts and New Standards Project Staff, 1992.

State Goals for Learning and Sample Learning Objectives: Language Arts. [Springfield, IL:] Illinois State Board of Education, 1985.

Vermont Common Core of Learning. Montpelier, VT: State Department of Education, 1990.

What Should They Be Able to Do? A Report to the Human Resources Committee of the Business and Industry Association of New Hampshire. [Concord, NH: Business and Industry Association of New Hampshire], 1991.

Writing Objectives: 1988 Assessment. Princeton, NJ: National Assessment of Educational Progress, 1987.

CONTRIBUTORS

Roberta Barrett
Member, State Board of Education
Nashua

Fred Bramante
Chair, NH Assessment Planning Committee
Salem

Susan Carter
Member, House Education Committee
Bow

Paul A. Fillion
Division Director
NH Department of Education

Frank Gould
Teacher
Enfield Elementary School

Jane Hansen
Professor of Education
University of NH, Durham

Nils H. Larson, Jr.
Vice Chair, House Education Committee
Bridgewater

Joanne McEachran
Skills Center, New England College
Henniker

Signe McQuaid
Member, NH Assessment Planning Committee
Manchester

Barbara Prentiss
Teacher, Smyth Road School
Manchester

Kate Schoedinger
Teacher, McKelvie Middle School
Bedford

Judith O. Thayer
Chair, State Board of Education
Manchester

Susan Winkler
Member, State Board of Education
Peterborough

Mary Benton
Reading Specialist
Deerfield Community School

Mary Anne Byrne
Director, Special Education, SAU #41
Hollis

William B. Ewert
Bureau Administrator
NH Department of Education

Pat Genestreti
Member, State Board of Education
Portsmouth

Cathy Hamblett
Principal, Harold Martin School
Hopkinton

Sr. Jeannette Landreville
Teacher, St. Catherine School
Manchester

Charles H. Marston
Commissioner
NH Department of Education

Deborah McNeish
Principal, Rumford School
Concord

Joanne Pender
Member, State Board of Education
Bedford

Pat Robbins
Curriculum Coordinator, SAU #1
Peterborough

Helen Schotanus
Curriculum Supervisor
NH Department of Education

Judith Wenners
Assistant Professor of Education
Notre Dame College, Manchester

Philip Yeaton
Former Director of Reading
Concord School District

The State Board of Education and the New Hampshire Department of Education do not discriminate in their educational programs, activities, or employment practices on the basis of race, color, national origin, age, sex, or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for all Handicapped Children Act of 1975. Any person having inquiries concerning the New Hampshire Department of Education's compliance with Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106 may contact Patricia Prinz, Title IX Coordinator, Department of Education, 101 Pleasant Street, Concord, NH 03301 (603) 271-3196 or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. and/or the Regional Director, U.S. Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts. Any person having inquiries concerning Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. Part 106 may contact Paul Fillion, Section 504 Coordinator, State Department of Education, 101 Pleasant Street Concord, NH 03301 (603) 271-3880.